

Sandown Primary School and Nursery Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Sandown Primary School and Nursery
Number of pupils in school	467
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2027
Date this statement was published	November 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Charlie Lindsay Headteacher
Pupil premium lead	Charlie Lindsay Headteacher
Governor	Jig Patel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£311,301
Recovery premium funding allocation this academic year:	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£311,301

Part A: Pupil premium strategy plan

Statement of intent

At Sandown, we expect all learners, irrespective of their background or home situation, to 'be the best that they can be.' Our Disadvantaged Pupils need teaching that is at least good in order to close the attainment gap and ensure that these pupils make accelerated progress from their lower than national starting points. High-quality Wave One teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Many of the families at Sandown will work with a social worker or a keyworker at some point during their school journey and therefore we will consider those additional challenges within this strategy spend.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

The approaches we have adopted are a proven approach with higher than national outcomes at KS2. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Ensure early identification of additional needs
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Ensuring quality of education and quality of all teaching is judged as at least good across all year groups including newly appointed staff and ECTs.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. In addition, helping children develop a love of reading for life is a priority.
3	Low level starting points for our Disadvantaged Pupils in Communication, Speech and Language EYFS baseline.
4	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1.3- 1.8% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	Attainment and attendance of mobile pupils who have joined the school within the last 2 years are lower than those who have been at the school since nursery/ reception
6	Mental health and wellbeing of both children and parents continues to be a barrier to some of our disadvantaged pupils attending school and being supported with their learning between home and school.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Closing the attainment gap between Disadvantaged Pupils and all learners.	KS2 reading, writing and maths outcomes in 2024/26 show that at least 80% of disadvantaged pupils meet the expected standard. GLD percentages for disadvantaged continue to show an upward improvement and the gap closes
All pupils reach the expected standard in reading by the time they leave the school in Year 6	The gap between disadvantaged and non-disadvantaged pupils closes year on year.

	Read, write, inc assessments ensure ALL pupils are taught basic phonics and make at least good progress.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>The overall attendance rate for all pupils to be 97% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.</p> <p>The percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 1% lower than their peers.</p>
The quality of teaching across the school is at least good in ALL classes	Teacher standards monitoring evidences that teaching continues to improve with a focus on adaptive teaching and teacher standard 5.
Accelerated progress for Mobile/disadvantaged Pupils	Progress and attainment data for Mobile Pupils demonstrates that the gap from low starting points is carefully monitored and that the gap closes

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (CPD, recruitment and retention, wider partnership working Alliance)

Budgeted cost: £105,400.26

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Team Speech Therapist and Speech Teaching Assistant (TA)	On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress (EEF) Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development In the early years communication and language approaches typically have a very high impact and increase young children's learning by 7 months (EEF)	3
Reading Lead employed to monitor and support phonics teaching	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF +5 Read Write Inc is used with fidelity across the school informed by secure termly assessments. Whole school staff training for all staff in RWInc	2, 5 and 1
Reading Tutors support lowest 20% of pupils	Reading comprehension strategies are high impact on average (+6 months EEF). Alongside phonics it is a crucial component of early reading instruction.	1,2, 5 and 6

Additional Educational Psychologist support for disadvantaged SEN pupils		3, 5 and 6
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 104,170.46

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality of Teaching Monitoring release time	Staff provide high quality release time to enable teachers to work alongside subject leaders and SLT for monitoring quality of teaching and evidence teachers standards. HLTAs also teach booster groups and provide overlearning.	1
Tutoring Boosters	Staff trained and released to deliver booster sessions to targeted pupils. Improved progress and outcomes. Although this funding has ceased the positive impact from previous years has embedded this practice. Small group tuition has an average impact of 4 months' additional progress over the course of a year (EEF)	1, 5 and 6
Specialist Teaching assistants to support maths, reading and language	Early numeracy approaches typically increase children's learning by about 7 months (EEF) Approaches supporting the development of early numeracy skills and knowledge can have an important positive impact on the early stages of mathematical learning	1, 5 and 6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 100,730.28

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time attendance office	<p>Attendance at school is crucial to prepare young people for successful transition to adulthood, and to support their longer term economic and social participation in society. There is also evidence that the students with the highest attendance throughout their time in school gain the best GCSE and A level results.</p> <p>Our research found that pupils who performed better both at the end of primary and secondary school missed fewer days than those who didn't perform as well.</p>	4 and 5
Welfare Support Assistant	Social and emotional learning approaches have a positive impact on average of 4 months' additional progress in academic outcomes over the course of an academic year.	6
Nurture provision (Seagulls)	Early nurture provision is targeted to support individual learners and enable them to work well and self-manage their behaviour	6,3 and 1

Music enrichment	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum (+3 months EEF) It is also linked strongly to attendance and the wider curriculum	4 and 6
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Total budgeted cost: £ 311,301

Part B: Review of outcomes in the previous academic year : Pupil premium strategy outcomes 23/24

Early Years	Sandown ALL	Sandown Pupil Premium	National ALL	National Pupil premium
Met GLD in all areas	59%	43%	68%	51%

Year 1	Sandown ALL	Sandown Pupil Premium	National ALL	National Pupil premium
Phonics check	78%	65%	80%	68%

Year 4 Multiplication Check	Sandown ALL	Sandown Pupil Premium	National ALL	National Pupil premium
Average Score	23.6	20.8	20.2	18.3
Full Marks	66%	47%	29%	21%

Year 6 Expected Standard	Sandown ALL	Sandown Pupil Premium	National ALL	National Pupil premium
Reading	73%	65%	74%	63%
Writing	73%	63%	72%	59%
Mathematics	79%	67%	73%	59%
Grammar	79%	69%	72%	59%
RWM Combined	64%	53%	61%	46%

Aims	Outcome
<p>Closing the attainment gap between Disadvantaged Pupils and all learners.</p>	<p>There is a significant increase and closing of the disadvantaged gap in early years. 43 % of pupil premium children achieved GLD which shows a three year upward trend.</p> <p>The gap in phonics has again closed over the last 3 years and was 3% below the national average 23/24 and significantly above in previous years.</p> <p>Disadvantaged pupils excel in the year 4 multiplication check having significantly above national averages every year since the check's introduction. The average was 20.8 compared to the national average of 18.3.</p>
<p>All pupils reach the expected standard in reading by the time they leave the school in Year 6</p>	<p>For the last 3 years Sandown disadvantaged children have achieved above the national average. In 23/24 combined RWM was 53% compared to the national average of 46%. Mobile children achieved less better than their peers last year and are a focus for the next academic year.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Disadvantaged pupils at Sandown attend significantly more regularly than the national average.</p> <p>Attendance of pupil premium pupils in the academic year 2023/24 was 94.7% which was 3% higher than the national average of 91.8%. This has been a significant success and disadvantaged pupils are attending school regularly</p> <p>Persistent absence was 6% for pupil premium children compared to a national percentage of 15.2%. This has been a significant success and disadvantaged pupils are attending school regularly</p>

	The school attendance officer regularly supports other schools and is commended for strong practice by the TASS (Team Around the School and Setting) East Sussex team.
Essential Skills for Life embedded across the school and wider community	Skills Builder underpins our visions and values at Sandown School. The 8 Essential Skills are recognised as being the skills we all need to be successful in life. The explicit teaching of each skill across the curriculum and celebration of the skills through whole school awards and rewards ensures that all stakeholders recognise the importance of building skills for life. All of our children but particularly our Disadvantaged Pupils understand the importance of working and making a positive contribution to society and their community. We achieved the GOLD Skillsbuilder award this year under the accelerated skills builder program.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read, Write, Inc. Phonics	Read, Write, Inc. Phonics- Ruth Miskin
Talk for Writing	Pie Corbett Talk for Writing
Doodle Maths	Doodle Learning
Doodle Spell	Doodle Learning

Accelerated Reader	Renaissance
Language Angels	Language Angels
Mastering Number at KS1	NCETM
Mastering Number at KS2	NCETM
Zones of Regulation	Zones of Regulation

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

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